

12-Week Practicum  
EDU 428  
EDU 429

# Practicum Handbook

Winter 2026



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B.Ed. Graduates will have done  
over **750 hours** in Practicum!

### ORIENTATION TO PROFESSIONAL PRACTICE

EDU 128/129  
17.5 hours

### REFLECTIVE PRACTICUM

EDU 227/228/229  
70 hours

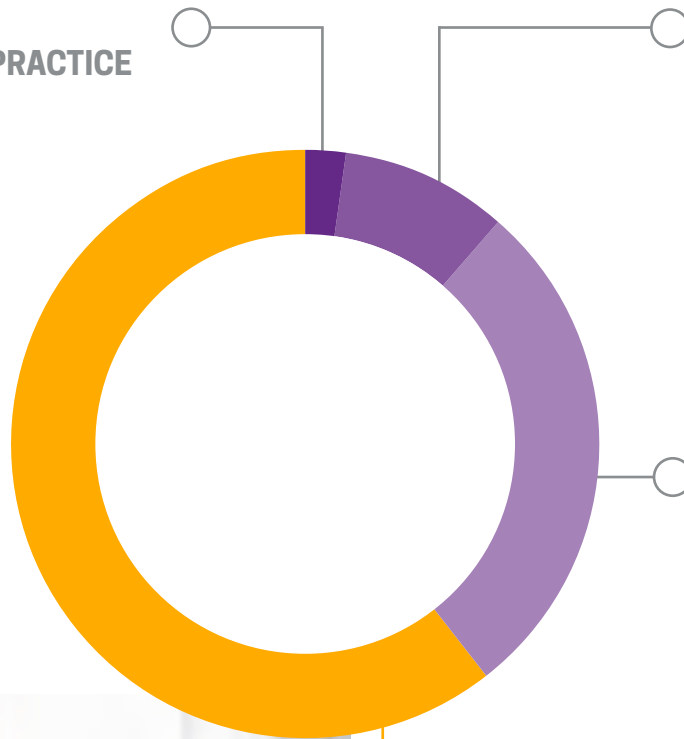
### 6 WEEK PROFESSIONAL PRACTICE

EDU 328/329  
210 hours

### 12-WEEK PRACTICUM

EDU 428/429  
455 hours

\*The November Observation Week  
is included in these hours.



# 1.

## Description of the 12-week Practicum

### Background

Student Teachers are in their final semester of a four/five-year education program. During the program, they will complete over 750 hours of practice teaching, across diverse placements.

Upon starting the 12-week practicum, Student Teachers will usually have completed just under 300 hours of practice teaching. They should have created and piloted at least one Learning and Evaluation Situation (LES) in their 6-week practicum.

For the 12-week practicum, Student Teachers will be in school for approximately 455 hours - they have 60% of their practicum hours left to complete. They will develop and implement a **series** of LESs, and will participate in all dimensions of the school day and week, including Professional/Pedagogical/Planning days.

This practicum represents the final university-connected opportunity for Student Teachers to be observed and assessed.

### Expectations

By the end of the 12-week practicum, Student Teachers must demonstrate that they have mastered all of the professional competencies laid out by the Quebec Government. The Mastery levels are provided for you in this Handbook beginning on page 24.

## TIMELINE FOR THE 12-WEEK PRACTICUM

Students will visit their schools during the week of **November 3<sup>rd</sup> - 7<sup>th</sup>**;  
They will return on **January 5<sup>th</sup>**, and remain until **April 3<sup>rd</sup>**.

### JANUARY TO APRIL TIMELINE

#### First 5 days

Student Teachers observe their Associate Teacher for 1 or 2 days, as needed, and then teach at least one lesson to a class each day for the remaining three days.

#### Weeks 2-11

Begin to teach 80% of a full time teaching load – to be maintained for a minimum of 10 weeks.

Student Teachers are expected to plan and teach sequences of learning (multiple lessons) and evaluation situations (LESs) in the courses which they are assigned. They are responsible for designing complex learning situations through which disciplinary competencies are developed and assessed. This might involve adapting existing materials and building from Ministry-authorized texts and resources.

#### Week 12

The Associate Teacher will take over the class progressively during this last week. Student Teachers evaluate and return all student work by the end of this week.

## 2.

# The Triad Meeting - A Cornerstone of Practicum Placements

In Quebec, Associate Teachers and University Supervisors are viewed as co-educators, who work together to prepare future teachers in the province. While there are many opportunities for Associate Teachers and Student Teachers to have meaningful daily conversations about pedagogy and practice, one of the essential acts of co-education is the triad meeting.

The triad meeting of co-educating by Supervisors and Associate Teachers “is crucial because it impacts the professional development of Student Teachers. Student Teachers face many difficulties as they alternate between training sites and try to establish meaningful connections between what is taught in university and what is taught by teachers in the schools.”<sup>1</sup> By giving Student Teachers an opportunity to be in discussion with Associate Teachers and Supervisors – together – Student Teachers are able to hear and participate in exchanges of points of view involving knowledgeable educators.

As Hamel (2012) points out, “The supervision of a student teacher is realized in a triad mode with a university supervisor and associate teacher to achieve a better understanding of the complexity of the teaching profession.”<sup>2</sup> Please ensure that these triad meetings are scheduled and carried out as required. They need NOT only focus on what has been observed during a Student Teacher’s lesson; the triadic discussion can and should take up any dimensions of the 12 professional competencies that the Student Teacher is developing.

### Making Time for Pre- and Post- Conferences

The support for the development of competencies can take many forms. Supervisors and Associate Teachers will provide formative feedback, foster reflection through questions, encourage self-evaluation, as well as gather data for decision making at multiple points along the way.

The **pre-conference** is a meeting between the Student Teacher and Associate Teacher and/or Supervisor before the lesson is taught. The Student Teacher overviews the lesson and discusses the learning intentions and why particular decisions were made. The Associate Teacher and/or Supervisor can use the time to ask questions.

The **post-conference** is a meeting between the Student Teacher and Associate Teacher and/or Supervisor after the lesson is taught. The Student Teacher reflects on the lesson implementation and outcomes, proposes changes, and hears feedback from the Associate Teacher and/or Supervisor.

Making time for pre-conferences and post-conferences is essential to the development of the Student Teacher. The roles and expectations of each triad member are outlined in the next sections.

<sup>1</sup> Portelance, L., Gervais, C., Lessard M., & Beaulieu, P. (2008). *La formation des enseignants associés et des superviseurs universitaires: Cadre de référence*. Québec, QC: La table MELS-Université. (p. 8).

<sup>2</sup> Hamel, C. (2012). Supervision of Pre-Service Teacher: Using Internet Collaborative Tools to Support Their Return to Their Region of Origin. *Canadian Journal of Education*, 35(2), 141–154. (p. 143).



# 3.

## Overall Expectations for Student Teachers

As soon as Student Teachers from Bishop's University enter schools for their 12-week practicum, they should consider themselves members of the teaching profession, demonstrating a commitment to personal and professional growth.

Student Teachers will work closely with their assigned Associate Teachers and will be responsible to the School Principal or designated authority. Generally, during the practicum, Student Teachers are:

- Observing and interacting with students and Associate Teachers, and other members of the school community;
- Planning for and evaluating classroom teaching and learning, and recording their daily and long term plans in their binder or e-folder;
- Teaching 80% of the Associate Teacher's assigned teaching time (minimum), including managing the class and assessing the learning, providing formative feedback to students, and generating data for reporting purposes;
- Generating evaluation data and grades for reporting, and participating in Parent/Guardian Teacher meetings to discuss student progress;
- Participating in most of a teacher's general duties, for example, accompanying their Associate Teacher for supervision, remediation, and meetings;
- Reflecting on and documenting their learning;
- Actively participating in professional dialogue and school initiatives with members of the school community;
- Participating in the full life of the school community (e.g., including extracurricular activities if possible).

### Getting to know your students

Taking the time to get to know your students is extremely important and will help you to plan and teach effectively. While you will continue to find different ways to understand who your students are everyday in the classroom (as well as outside the classroom, e.g., during extra-curricular activities, supervision), here are a few ideas to get you started during the November visit, and early in the 12-week practicum.

- Take a community walk or roll to explore the neighbourhood in which the school is situated. What do you notice?
- Carefully observe individual students in the classroom. What are their interests, tendencies, strengths, and behaviours?
- Observe the class as a community of learners. What patterns do you notice? For example, what are their general interests, attention span? Who speaks the most during class discussions? Who tends to be more quiet?

- Learn students' names. For example, greet them each day as they arrive to class - by name if you can. Students appreciate this!
- Consider sharing something (not overly personal) about yourself with the class as a way to make student-teacher connections and build trust. Similarly, invite students to share their interests with you. Find natural opportunities to connect and speak with students.

## LES and lesson planning

As stated above, Student Teachers are expected to plan and teach a series of Learning and Evaluation Situations (LESs) in the courses which they are assigned.

They are responsible for designing complex learning situations through which disciplinary competencies are developed and assessed. This might involve adapting existing materials and/or building from Ministry-authorized texts and resources.

LESs should be carefully planned in collaboration with Associate Teachers. Planning should draw on Ministerial documents (QEP, progression of learning, learning to be acquired).

Consider the following prompts to help guide your long term planning:

- What are the desired results, or the long term learning goals, of the LES/unit of study?
- What assessments will students complete in order to demonstrate evidence of their understanding and learning?
- What learning experiences (instructional strategies and learning activities) will work best to support students to achieve the long term goals?

Student teachers are required to keep an e-portfolio (or binder) of their planning that is accessible to the Associate Teacher and Supervisor at all times.

Tips to build and organize your e-portfolio:

- Each course/level is kept separate (e.g., in different google folders);
- Arrange lesson plans and materials chronologically (including the tools you use to evaluate and track student progress), according to their units of study;

The e-folder (or binder) must be up-to-date and available for examination by the Associate Teacher and Supervisor.

Please see Frequently Asked Questions, on page 20, for the rationale for developing detailed, written lesson plans. While there is no standard lesson plan template, Student Teachers are encouraged to work with their Associate Teacher to establish a format they prefer.

## THE MINIMUM REQUIREMENTS OF EVERY LESSON PLAN INCLUDE:

- Clearly stated Learning Intentions – What do you want the student to learn? And how do the learning intentions draw on Ministerial documents?
- Clearly stated Set of Procedures- How will you accomplish the learning intention?
- Clearly stated formal or informal Evaluation(s) – How will you know if you have reached your learning intention?
- Clearly stated Accommodations/Modifications – What adjustments are necessary for specific students?

Lessons that are being observed will need to be more detailed than the outline above.

### Making time for reflective practice: Documenting your development

John Dewey maintained that learning was not only about accumulating experience, but that learning occurs through *reflection* on experience.

Capturing data can support deeper reflection on your teaching practice. Here are some quick and easy ways to embed reflective routines into your daily professional practice:

#### **Journaling:**

Capture quick notes after each class (e.g., in a google doc diary, Evernote). Ask yourself:

- Which pieces of the lesson plan went well, and why?
- Which activities could have gone better, and why?
- Did I achieve the learning intentions of the lesson? How do I know?
- Which students require further support?
- How did I feel during today's lesson?

#### **Voice Memos**

Time is of the essence in teaching! Using your smartphone's memo recorder, find a few minutes each day to record an audio commentary (e.g., to reflect on a lesson, or details concerning a classroom incident you still have questions about, what needs improvement, observations on student performance, etc.).

These recordings can become a time capsule of reflections for you to consider sharing and connecting with your Associate Teacher and/or Supervisor.

## Exit Tickets

Exit tickets are a formative assessment tool that provides teachers with a way to assess how well students understand the material they are learning in class, and/or how they are experiencing activities (and your teaching!). Student voice can be powerful tools to drive reflection on your practice and inform your professional development. To find out more about how to use exit tickets, follow:

<https://www.edutopia.org/practice/exit-tickets-checking-understanding>

## Stay Organized! Keeping Reflections in a Repository

However you choose to share your reflections (vlogging, mind-mapping, sketch-notes, bulleted text, narrative, any of the above), remember to keep them in a repository **that is accessible** to your Supervisors and/or Associate Teachers.

## Attendance

Student Teachers should arrive at their schools **a minimum of thirty minutes before** the first class begins and plan to remain in their schools **at least thirty minutes after** the final bell, checking to see if there is further work to do prior to departure.

If you cannot attend school because of illness or social leave, contact your Associate Teacher as soon as possible. Share detailed lesson plans and materials to support the teaching of classes in your absence.

Also report your absence to the Practice Teaching Office using the online link that will be mailed to you in November 2024 (subject line: Reporting an Absence During Practicum).

It is important that you also contact your BU Supervisor to report your illness, as well as your plans to make up for the absence.

## Pedagogical/Planning days

- ✧ If professional development sessions are running, Student Teachers should ask to participate in them.

Students should **be in school for all pedagogical days**, unless otherwise directed by the school administration. A range of activities can be carried out, whether or not the Associate Teacher is present [planning, becoming familiar with materials, contributing to classroom organization, and so on]. Student Teachers should discuss their plans for the day with their Associate Teacher.

## 4.

# The Role of the Associate Teacher

Associate Teachers have various roles in supporting the development of Student Teachers, including mentor, coach, advisor, facilitator among others.

*“Mentoring is a brain to pick, an ear to listen, and a push in the right direction.”*

*John C. Crosby*

A key role of an Associate Teacher is to create a positive learning environment that supports the professional growth and reflective capacities of Student Teachers. An Associate Teacher models successful skills relating to teaching practices, lesson planning, classroom management, assessment and evaluation, and equitable classrooms.

Student Teachers are novice teachers, and so your expectations should be reasonable, particularly at the start of the practicum. The goal is for Student Teachers to grow in their professional capacities over the practicum in all aspects of their teaching.

An Associate Teacher, at all times, must model a high degree of professionalism, whereby concerns are approached with a mindset that we can work collaboratively to overcome any issues that may arise. Professional conduct includes engaging in respectful interactions and relations with colleagues, school administrators, school support staff, and parents/caregivers.

The Associate Teacher and Student Teacher relationship must also be framed by professional boundaries.

### **Generally, during the 12-week practicum, Associate Teachers are:**

- Discussing and sharing effective teaching strategies (and resources);
- Engaging the Student Teacher in dialogue and challenging assumptions;
- Enabling the Student Teacher to independently teach an 80% workload;
- Observing and giving regular daily feedback to Student Teachers;
- Encouraging participation by Student Teachers in the full life of the school (\*Student Teachers may need to hear about possible opportunities to participate more fully in school life);
- Actively participating in triad discussions with Student Teachers and their BU Supervisor.

## Feedback and Evaluation

An important role of the Associate Teacher in the 12-week practicum is to provide

1. feedback FOR learning, and
2. evaluation OF competency development.

By the end of the 12 weeks, Student Teachers are expected to demonstrate that they are ready to be recommended for teacher certification. Therefore, Associate Teachers are invaluable in providing mentorship and direction so Student Teachers can achieve this goal.

The Tracking and Reflection Tool can be used during pre- and post- lesson discussions. These are covered on page 30 of this Handbook.

- ✦ See Section 6 below for dates and detailed instructions about evaluations.

## Ways to support Student Teachers at the start of the 12-week practicum

- Review school and school board COVID-19 policies and procedures;
- Review school and school board codes of professional conduct;
- Explain school rules, dress code and other policies;
- Provide a desk or space to do their work and keep supplies/materials/belongings;
- Provide classroom keys, if necessary;
- Review class lists and student characteristics, including IEP strategies and supports;
- Information on how to accommodate a sick student/student allergies;
- Discuss staff washrooms, parking, photocopying, coffee/tea and cafeteria routines;
- Indoor and outdoor supervision guidelines;
- Library procedures and policies;
- Fire drill information.

## IMPORTANT

Student Teachers may be asked by their course instructor to attend a few “check-in” classes during their practicum.

Associate Teachers are kindly asked to resume responsibility for their classes at these times. Student Teachers will create lesson plans for use during their absence (consider this good practice for preparing plans for a supply teacher and receiving feedback on those plans!).

## 5. The Role of the Supervisor

The Bishop's University Supervisor mentors and evaluates Student Teachers. They act as a liaison between the University and practicum school.

In general, during the practicum, Supervisors are:

- Observing, giving feedback and providing guidance to Student Teachers;
- Leading triad discussions between Student Teachers, Associate Teachers, and Supervisors;
- Evaluating Student Teachers (see Section 6 below for dates and detailed instructions);
- Supporting Student Teachers requiring additional support;
- Liaising with school-based educators and the Practice Teaching Office.

For the 2025-2026 academic year, Bishop's University requests all Supervisors to conduct face-to-face (in school) observational visits, including the pre- and post-conferences, when circumstances allow.

In some situations, however, it may be more fruitful to conduct virtual post-conferences at a later time/date, for example, when the Associate Teacher is not available after the lesson to join the triad meeting. Or, some Supervisors may prefer to reflect on their lesson notes before the post-lesson conference, to provide clearer constructive feedback.

- ✦ Please aim to conduct the post-conference no later than 24 hours after the lesson. Immediate feedback is essential for Student Teachers' development in the practicum.



# 6.

## Evaluation of Competency Development

see also the Tracking and Reflection Tool - page 30

### Key documents to use

Please record anecdotal comments in the Tracking & Reflection Tool - to which you can refer when completing the online Competency Evaluation process (see page 30 of this Handbook).

Discuss your insights and remarks with the Student Teacher in an ongoing way, as well as when completing the evaluation forms.

- It is also helpful to ask the Student Teacher to self-evaluate.
- Student self-evaluation can be the basis of a discussion.
- Being open and direct is the best approach.
- It is helpful to make specific remarks that draw on examples, rather than vague statements.

### Online Evaluation Process

Supervisors and Associate Teachers will receive personalized links via email, which they will use to complete an online evaluation of the Student Teacher's Competency Development.

- The Associate Teacher will formally evaluate the student **four** times;
- The Supervisor will formally evaluate the student **three** times.

Links to each online evaluation will be emailed a few days before they should be completed. The evaluation submission deadlines are as follows:

The Associate Teacher deadlines			
January 30 <sup>th</sup>	February 20 <sup>th</sup>	March 20 <sup>th</sup>	April 10 <sup>th</sup>

The Supervisor deadlines		
January 23 <sup>rd</sup>	February 27 <sup>th</sup>	March 27 <sup>th</sup>

Your evaluations **MUST** be based on more than one lesson observation (e.g., triad conversations, review of planning documents).

# 7.

## Concerns During the Practicum

Depending on the nature of the concern, Associate Teachers should first communicate their observations to the Student Teacher. Providing suggestions early in the practicum is necessary to give the Student Teacher an opportunity to adjust their teaching practices.

If the Student Teacher is not progressing as expected, despite suggestions and mentoring, the Associate Teacher should:

1. Organize a consultative process which involves the Associate Teacher, Supervisor, and Student Teacher.
2. In the triad, discuss the nature of the concern(s) - Pedagogical, Professional, Other.
3. With guidance, the Student Teacher will establish a plan for improvement using the Competency Development Form (below). This plan includes: goals, steps and strategies necessary for success, and a timeline for improvement.
4. The plan also includes consequences to be put in place if the goals are not achieved.
5. Email the Practice Teaching Office ([practiceteaching@ubishops.ca](mailto:practiceteaching@ubishops.ca)) signaling “Notice of Concern” in the subject heading. Attach a copy of the completed Competency Development Form.
6. The Student Teacher should be made aware that the Practice Teaching Office is being contacted.

The purpose of this process is to ensure that there is support in place as early as possible to assist the student teacher to complete the practicum successfully.

# Sample Competency Development Plan Form

Competency Development Plan regarding a *Notice of Concern*

.....

## PART ONE

Student Teacher Name:

School:

Associate Teacher:

LEVEL/(Discipline):

Date:

### Nature of Concerns: Pedagogical, Professional, Other:

[Please identify the nature of concerns below and, where possible, connect the concern(s) to one or more competencies/ domains: *E.G.: Teaching Act Competencies: Need for detailed lesson plans, e.g., clear objectives; detailed procedures; activities linked to objectives; strategy to assess student realization of objectives*].

[SPACE PROVIDED]

### Plan for Improvement:

[Use bullet points or numbers; list goals with specific responsibilities and relevant dates for completion. Extend to the next page, if needed. Identify when a meeting will be held to assess goal completion – see the “Results” section on the next page.]

Expand this section, as needed.

[SPACE PROVIDED]

**Consequences, if not realized:**

[Please be clear. e.g.: Consequences might include an assessment of “does not meet” for one or more competencies on the next evaluation form, an assessment of failure to meet overall practicum expectations or, in some cases, removal from the practicum before the end of the practicum.]

**Initiated by:**

Supervisor/ Associate Teacher/Practice Teaching Office [Please indicate initiators by circling or underlining the person or people who initiated the notice. To be signed the day when the plan is drafted.]

Date:

Student Teacher’s Signature \_\_\_\_\_

Associate Teacher \_\_\_\_\_

Representative of Practice Teaching Office \_\_\_\_\_



**PART TWO**

**Results:**

[At the meeting to assess goal completion, review each goal, and report findings; if a goal is met – then please indicate clearly; if a goal must be revised and a new deadline set, list it as a “revised goal” below the goals that have been met.]

[SPACE PROVIDED]



**PART THREE****Final Assessment:**

[To be completed when goals are met; or by the end of the placement period.]

- Student teacher fulfilled the plan for improvement.
- Student teacher did not fulfill the plan for improvement.

Student Teacher's Signature \_\_\_\_\_

Associate Teacher \_\_\_\_\_

Supervisor \_\_\_\_\_

Representative of Practice Teaching Office \_\_\_\_\_

.....

**End of  
SAMPLE FORM**

## 8.

# Frequently Asked Questions About the 12-Week Practicum

### 1. Why are detailed lesson plans required?

Student Teachers are novice teachers. While experts can fluidly retrieve core concepts and big ideas, and see meaningful patterns, novices' knowledge of curriculum content, learning processes, teaching and evaluation practices, and the significance of individual student differences may still be emerging.

In the face of the unexpected, an expert can draw on their automatic and fluent knowledge to adapt. Experts can use a “skeletal plan” because a few key works can be connected to many possible actions that belong to richly connected knowledge bases.

For example, when an expert writes in their planning book, “Reorganize groups,” they are likely picturing a clearly thought-out and detailed set of steps, which would be conditional on the intended and acquired learning, their knowledge of the students, their knowledge of cooperative learning approaches and group dynamics, and strategies for minimizing disruption in class. A novice may not have considered all that goes into reorganizing student groups – or what such changes might provoke.

Writing out a detailed lesson plan puts Student Teachers in a position to anticipate what they and students will do, minute by minute. It makes their thinking visual to the mentor, and helps them to internalize the kind of thought processes which may be automatic and fluent to the more experienced teacher.

### 2. When are Student Teachers expected to arrive and depart each day?

Student Teachers are expected to arrive at least 30 minutes before school begins and stay at least 30 minutes after students are dismissed. These are minimum requirements and Student Teachers should check with their Associate Teachers before they leave for the day. That being said, some Student Teachers are parents with drop-off and pick-up responsibilities. Many are also in a carpool situation. In addition, although Student Teachers are advised to treat their practicum as a full time job, some must carry an outside job due to their circumstances.

Please speak with your Student Teacher in order to arrive at a mutually agreeable solution. You may want to discuss other options to connect, such as via email or phone.

### 3. Who do Student Teachers notify if they are sick, and can't go to practicum?

If Student Teachers cannot attend school because of illness or social leave, they are required to contact their Associate Teacher as soon as possible. Send detailed lesson plans and materials to support the teaching of classes in your absence.

Report the absence to the Practice Teaching Office using the online link that will be emailed in November (subject line: Reporting an Absence During Practicum).

It is important that Student Teachers also contact their BU Supervisor to report illnesses, as well as share their plans to make up for the absence.

### 4. Do Student Teachers have to pay for their transportation and accommodation costs during the practicums?

As indicated in the Academic Calendar:

*In addition to the costs listed in the Fees section of this Calendar, students are responsible for all travel and accommodation costs related to the required student teaching practica in the Bachelor of Education degree.*

*Placements are made in schools throughout the province according to criteria established by the School of Education. Student teachers may have additional travel and accommodation costs during a practicum.*

Please contact the Practice Teaching Office to learn about any financial opportunities for practicum (e.g., accommodation, mileage).

### 5. Are Student Teachers impacted by Bill 21: Quebec's secularism bill? Are Student Teachers prohibited from wearing religious symbols while teaching in schools?

Bill 21 is not applicable to students in practicum since they are not employees of the school. However, if you are on a supply teaching contract, the law would then apply because you are an employee of the school board while supply teaching.

## 6. Is it possible to access counseling and mental health support during practicum?

Counseling and Mental Health Services are provided to all current Bishop's University students. Services include: Individual counseling, drop-in consultations, referrals, groups and workshops. Counseling professionals use a brief, solution focused approach with students. Bishop's University mental health and counseling services are inclusive and anti-oppressive in all services and programs.

To schedule an appointment or if you have any questions, please contact

[studentservices@ubishops.ca](mailto:studentservices@ubishops.ca) or **819-822-9695**.

A student can access the BU Counselling Portal counselling portal by clicking [HERE](#).

Counselling will continue to be offered in person and virtually.

## Student Care and Empower Me

Students also have access to Student Care and Empower Me. Student Care offers comprehensive health coverage to all students in the Fall and Winter.

Students who are members of the Bishop's University Students' Representative Council (SRC) and who are paying tuition fees at either the Canadian or Quebec rates are automatically covered by the collective Enhanced Care Health & Dental Plan.

For more information contact the SRC or **BU SRC Student Care**.

Empower Me allows students to connect with qualified counsellors, consultants, and life coaches for a variety of issues. As a Dental Plan member, you are entitled to sessions delivered in person, by telephone, by video-counseling, or by e-counseling.

Empower Me is a confidential, multilingual, culturally, gender and faith inclusive service offered 24/7, 365 days per year. For more information contact the SRC or **BU SRC Empower Me**.

## 9. COVID-19 and the Practicum

The Student Teacher should review any school, school board/service centre, and/or Ministerial guidelines with respect to COVID-19 protocols with the Associate Teacher on their first day at the school. This includes information related to safety equipment, social distancing, and other procedures in the case of an outbreak in a classroom or school, etc. Student Teachers must abide by these guidelines while they are in their practicum placement. It is recommended that Student Teachers continue to review these guidelines with their Associate Teacher on a regular basis throughout the placement.



# Appendix 1

## Professional Competencies in Development

For the 12-week practicum, Student Teachers, Associate Teachers, and Supervisors will use the [Reference Framework for Professional Competencies for Teachers \(2021\)](#).

The Reference Framework for Professional Competencies for Teachers (2021) underscores that,

*“the competency of [Student Teachers] in a teacher education program cannot be evaluated by simply describing and commenting on their behaviours. It is necessary to consider their overall performance, the way in which they interpret their work situation, the specifics of that situation, and its particular constraints and resources. The behaviours of interns in a teacher education program are therefore only signs, or manifestations, of the competency” (p. 38).*

Importantly, the Reference Framework (2021) recognizes the development of professional competencies as occurring over time: “[the] developmental aspect of a competency means that evaluating it must take into consideration the passage of time, i.e. the process of gradual maturation” (p. 39). It also recognizes competency development as occurring over four levels of acquisition:

- Beginning of competency acquisition
- Competency partially mastered
- Competency mostly mastered
- Competency fully mastered

*The final level is only expected to be achieved over the course of a career. The expected levels of competency acquisition of the 13 core professional competencies by the end of a teacher education program are outlined in the table below.*

**Note that the Reference Framework acknowledges that some competencies cannot be developed beyond “beginning of competency acquisition” until students graduate and become early career teachers.**

The table below provides context on Student Teachers’ involvement in the field across each practicum.

	Practicum 1	Practicum 2	Practicum 3	Practicum 4
Total number of hours in a practicum setting	17.5 hours	70 hours	210 hours (2 observation days & 6 weeks)	455 hours (1 observation week & 12 weeks)
Planning and implementation of LESs		With support, develops and implements 5 lesson plans	With support, develops and implements 1 LES	Independently, develops and implements a series of LESs
Percentage of teaching load	NA	NA	60%	80%

## Summary of the Level of Competency acquisition by the end of an initial teacher education program

from the Reference Framework for Professional Competencies for Teachers (2021, p. 86)

Area / Competency	By the end of a teacher education program
Fundamental Competencies	
<b>Competency 1</b> Act as a cultural facilitator when carrying out duties	Mostly mastered
<b>Competency 2</b> Master the language of instruction	Mostly mastered
AREA 1: Competencies central to working with and for students	
<b>Competency 3</b> Plan teaching and learning situations	Mostly mastered
<b>Competency 4</b> Implement teaching and learning situations	Mostly mastered
<b>Competency 5</b> Evaluate learning	Mostly mastered
<b>Competency 6</b> Manage how the class operates	Mostly mastered
<b>Competency 7</b> Take into account student diversity	Partially mastered
<b>Competency 8</b> Support students' love of learning	Partially mastered
AREA 2: Competencies underlying collaborative professionalism	
<b>Competency 9</b> Be actively involved as a member of the school team	Partially mastered
<b>Competency 10</b> Co-operate with the family and education partners in the community	Beginning of competency acquisition
AREA 3: Competency inherent in teachers' professionalism	
<b>Competency 11</b> Commit to own professional development and to the profession	Beginning of competency acquisition
Cross- Curricular Competencies	
<b>Competency 12</b> Mobilize digital technologies	Mostly mastered
<b>Competency 13</b> Act in accordance with the ethical principles of the profession	Partially mastered

At Bishop’s, we also recognize the development of professional competencies as occurring over time and across four levels of acquisition. The table below illustrates that competency development is an ongoing process that unfolds over time; it is not fixed or fully achieved through an initial teacher education program. Across the four levels, competency development is shaped by reflection, mentorship, and contextual realities; effective teaching is cultivated progressively through sustained practice and professional growth.

Emerging	Developing	Advancing	Accomplishing
Beginning to develop competency; significant support and refinement needed.	Some competency development; but many aspects need improvement.	Demonstrates competency; with few areas for refinement.	Consistently meets or exceeds expectations surrounding competency; with confidence and skill.

(McGinnis, 2025)

## Framing the Levels of Competency Development and Acquisition

At Bishop's, professional competencies are assessed using a 4-point scale, guided by a rubric that provides detailed criteria for each specific competency.

Student Teacher Competency Development and Acquisition				
<b>C1</b>	<b>Beginning to</b> act as a cultured professional who is at once an interpreter, facilitator and critic of culture when carrying out duties.	<b>Working on</b> acting as a cultured professional who is at once an interpreter, facilitator and critic of culture when carrying out duties.	<b>Starting to</b> act as a cultured professional who is at once an interpreter, facilitator and critic of culture when carrying out duties.	<b>Acts</b> as a cultured professional who is at once an interpreter, facilitator and critic of culture when carrying out duties.
<b>C2</b>	<b>Beginning to</b> communicate appropriately in the language of instruction, both orally and in writing, in all contexts associated with the performance of duties.	<b>Working on</b> communicating appropriately in the language of instruction, both orally and in writing, in all contexts associated with the performance of duties.	<b>Starting to</b> communicate appropriately in the language of instruction, both orally and in writing, in all contexts associated with the performance of duties.	<b>Communicates</b> appropriately in the language of instruction, both orally and in writing, in all contexts associated with the performance of duties.
<b>C3</b>	<b>Beginning to</b> design and plan teaching and learning activities and situations that are appropriate for the students, the learning content and the education objectives.	<b>Working on</b> designing and planning teaching and learning activities and situations that are appropriate for the students, the learning content and the education objectives.	<b>Starting to</b> design and plan teaching and learning activities and situations that are appropriate for the students, the learning content and the education objectives.	<b>Designs and plans</b> teaching and learning activities and situations that are appropriate for the students, the learning content and the education objectives.
<b>C4</b>	<b>Beginning to</b> implement and supervise teaching and learning situations appropriate to the students and the educational aims.	<b>Working on</b> implement and supervise teaching and learning situations appropriate to the students and the educational aims.	<b>Starting to</b> implement and supervise teaching and learning situations appropriate to the students and the educational aims.	<b>Implements and supervises</b> teaching and learning situations appropriate to the students and the educational aims.
<b>C5</b>	<b>Beginning to</b> develop, choose and use different methods for evaluating knowledge acquisition and competency development.	<b>Working on</b> developing, choosing and using different methods for evaluating knowledge acquisition and competency development.	<b>Starting to</b> develop, choose and use different methods for evaluating knowledge acquisition and competency development.	<b>Develops, chooses and uses</b> different methods for evaluating knowledge acquisition and competency development.
<b>C6</b>	<b>Beginning to</b> organize and manage a class in such a way as to maximize student development, learning, and socialization.	<b>Working on</b> organizing and managing a class in such a way as to maximize student development, learning, and socialization.	<b>Starting to</b> organize and manage a class in such a way as to maximize student development, learning, and socialization.	<b>Organizes and manages</b> a class in such a way as to maximize student development, learning, and socialization.

C7	<b>Beginning to</b> implement, as part of an inclusive teaching approach, strategies for differentiating teaching practices so as to support the full participation and success of all students.	<b>Working on</b> implementing, as part of an inclusive teaching approach, strategies for differentiating teaching practices so as to support the full participation and success of all students.	<b>Starting to</b> implement, as part of an inclusive teaching approach, strategies for differentiating teaching practices so as to support the full participation and success of all students.	Implement, as part of an inclusive teaching approach, strategies for differentiating teaching practices so as to support the full participation and success of all students.
C8	<b>Beginning to</b> cultivate the students' natural desire to learn, their sense of discovery and their curiosity by bringing together the conditions required to help them all thrive.	<b>Working on</b> cultivating the students' natural desire to learn, their sense of discovery and their curiosity by bringing together the conditions required to help them all thrive.	<b>Starting to</b> cultivate the students' natural desire to learn, their sense of discovery and their curiosity by bringing together the conditions required to help them all thrive.	Cultivate the students' natural desire to learn, their sense of discovery and their curiosity by bringing together the conditions required to help them all thrive.
C9	<b>Beginning to</b> situate own activities in a collective framework, at the service of the complementarity and continuity of teaching activities as educational acts.	<b>Working on</b> situating own activities in a collective framework, at the service of the complementarity and continuity of teaching activities as educational acts.	<b>Starting to</b> situate own activities in a collective framework, at the service of the complementarity and continuity of teaching activities as educational acts.	Situate own activities in a collective framework, at the service of the complementarity and continuity of teaching activities as educational acts.
C10	<b>Beginning to</b> promote and encourage parental involvement in their children's learning and school life, and contribute to sustainable partnerships between the school and its community.	<b>Working on</b> promoting and encouraging parental involvement in their children's learning and school life, and contribute to sustainable partnerships between the school and its community.	Starting to promote and encourage parental involvement in their children's learning and school life, and contribute to sustainable partnerships between the school and its community.	Promote and encourage parental involvement in their children's learning and school life, and contribute to sustainable partnerships between the school and its community.
C11	<b>Beginning to</b> continuously analyze, evaluate and develop all facets of one's professional practice and promote the status and recognition of the teaching profession by fostering a shared professional culture based on mutual support and co-operation.	<b>Working on</b> continuously analyzing, evaluating and developing all facets of one's professional practice and promote the status and recognition of the teaching profession by fostering a shared professional culture based on mutual support and co-operation.	Starting to analyze, evaluate and develop all facets of one's professional practice and promote the status and recognition of the teaching profession by fostering a shared professional culture based on mutual support and co-operation.	Continuously analyze, evaluate and develop all facets of one's professional practice and promote the status and recognition of the teaching profession by fostering a shared professional culture based on mutual support and co-operation.
C12	<b>Beginning to</b> use digital technologies in order to benefit students and all education stakeholders.	<b>Working on</b> using digital technologies in order to benefit students and all education stakeholders.	<b>Starting to</b> use digital technologies in order to benefit students and all education stakeholders.	<b>Uses</b> digital technologies in order to benefit students and all education stakeholders.

<b>C13</b>	<b>Beginning to</b> adopt and promote ethical and responsible behaviours in order to create respectful and trusting relationships with students, members of the school team and the wider education community.	<b>Working on</b> adopting and promoting ethical and responsible behaviours in order to create respectful and trusting relationships with students, members of the school team and the wider education community.	<b>Starting to</b> adopt and promote ethical and responsible behaviours in order to create respectful and trusting relationships with students, members of the school team and the wider education community.	Adopts and promotes ethical and responsible behaviours in order to create respectful and trusting relationships with students, members of the school team and the wider education community.
<b>C15*</b>	<b>Beginning to</b> value and promote Indigenous knowledge, worldviews, cultures and history	<b>Working on</b> valuing and promoting Indigenous knowledge, worldviews, cultures and history	<b>Starting to</b> value and promote Indigenous knowledge, worldviews, cultures and history	<b>Values and promotes</b> Indigenous knowledge, worldviews, cultures and history

(McGinnis, 2025)

\* While C15 is not yet part of the Quebec Reference Framework, the School of Education considers C15 an integral part of its programs and teacher development.

## Key Elements of the Professional Competencies

The key elements outlined in the table below were taken from the Reference Framework (2021) to guide Student Teachers, Associate Teachers, and Supervisors in focus and language for targeted feedback (both in terms of what is going well, and what is in need of improvement). You are welcome to comment beyond these key elements.

Key Elements of Fundamental Competencies	
C1	C2
<ul style="list-style-type: none"> <li>• Demonstrates an in-depth understanding of the content of the Québec Education Program, especially that associated with the discipline of teaching (theories, concepts, methods, tools, practices, history, etc.) and its intellectual organization, in order to identify the basic benchmarks and points of understanding with a view to facilitating meaningful, in-depth learning by students.</li> <li>• Gives meaning to students' learning by making connections between everything they learn in the classroom, between the subject taught and other subjects, between the subject and the works, narratives and accomplishments that are part of the cultural heritage of people and societies as well as social, scientific, ethical and political issues and everyday situations.</li> <li>• Encourages students to develop critical thinking, perspective and reflexivity with respect to their immediate environment, the media and the digital world, social, scientific, artistic, ethical and political phenomena as well as cultural works of the past and present.</li> <li>• Turns the classroom into an inclusive cultural space that is stimulating for everyone.</li> <li>• Encourages students to articulate and justify their representations, tastes, references and practices with respect to culture.</li> <li>• Encourages open and critical dialogue between the culture of the students and that conveyed by the school.</li> <li>• Casts a critical look at own origins and cultural practices, recognizes their potential and limitations, and finds ways to enrich and diversify them.</li> <li>• Collaborates with the community and local cultural organizations and is familiar with the resources and programs that support teachers in their role as cultural facilitators.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop proficiency and comprehend the rules and usage of spoken and written language so as to be understood by all members of the community.</li> <li>• Demonstrates an ability to present ideas coherently, intelligibly, critically and respectfully in both oral and written communications.</li> <li>• Uses an appropriate level of language in communicating with students, parents and peers.</li> <li>• Incorporates into lesson plans tools that promote the language of instruction as a cultural object.</li> <li>• Uses different modes of language expression (visual, spatial, aural and gestural) to support the development of the students' language competencies.</li> <li>• Draws on and values the students' mother tongue to foster acquisition of the language of instruction.</li> <li>• Checks the quality of students' language, provides frequent feedback and helps them to correct themselves and demonstrate their ability to integrate the rules and usages of language, both spoken and written.</li> <li>• Communicates in a clear, concise and constructive way the learning acquired and any other information that can help students learn.</li> </ul>

## Key Elements of Competencies- Working with and for students

C3	C4
<ul style="list-style-type: none"> <li>• Develops teaching and learning sequences and situations that take into account the organizational logic of the curriculum content and students' prior knowledge and preconceptions in order to plan learning in the short, medium and long term.</li> <li>• Identifies, in the programs of study, the key concepts, strategies, cultural references and knowledge around which the teaching and learning situations will be organized and adapts them to their students.</li> <li>• Ensures coherence between the educational aims, the teaching and learning situations, and the planned evaluation methods.</li> <li>• Takes into account student diversity when choosing the materials and preparing the teaching and learning situations (diversity related to gender, ethnicity, socio-economics, culture, religion, language or a disability; students' conceptions, needs and areas of interest).</li> <li>• Plans activities for students so they can prepare, integrate, transfer and reinvest their learning in order to optimize competency development.</li> <li>• Bases the choice of intervention strategies on research findings in didactics and pedagogy.</li> <li>• Plans ways of presenting the content in a structured manner so that students can grasp the relevant points and understand their contingent nature.</li> <li>• Ensures that the spatial and physical organization of the classroom, or what serves as a classroom, provides all students with safe and optimal learning conditions.</li> <li>• Determines the time needed for each stage in the teaching and learning situation.</li> <li>• When planning lessons, takes into account activities that can be carried out at the same time as classroom instruction (language support, remedial education).</li> </ul>	<ul style="list-style-type: none"> <li>• Informs students of the educational aim of the teaching and learning situations, the competencies targeted, the instructions, the expectations, the process, and the situations' relationship to their prior and future learning.</li> <li>• Uncovers the students' preconceptions and reactivates the prior knowledge needed for the teaching and learning situations.</li> <li>• Uses diverse approaches and strategies and provides a variety of stimulating tasks to trigger and maintain active student engagement in the task and to foster their autonomy.</li> <li>• Uses feedback to continually check students' understanding of concepts, knowledge, strategies or rules.</li> <li>• Adjusts their work methods to take into account the nature of the competencies to be developed, the complexity of the task, the time available and the level of student success.</li> <li>• Provides opportunities for feedback so as to foster the students' ability to synthesize their learning.</li> </ul>

## Key Elements of Competencies- Working with and for students

C5	C6
<ul style="list-style-type: none"> <li>• Designs or chooses evaluation instruments or methods that are based on the programs of study and make it possible to check student learning.</li> <li>• Uses evaluation methods that are appropriate to what is being evaluated. · Designs or chooses evaluation instruments that are meaningful to students.</li> <li>• Identifies students' strengths and challenges and plans appropriate interventions that foster their learning.</li> <li>• Uses information gathered via different evaluation methods to get an overall picture of the group and plan instruction accordingly.</li> <li>• Provides students with frequent and constructive feedback that allows them to track their learning and supports their progress.</li> <li>• Plans to use a variety of evaluation methods to provide all students with the opportunity to demonstrate the learning they have acquired.</li> <li>• Knows the ministerial guidelines for evaluating students.</li> <li>• Knows and meets the expectations of the education authorities with regard to sharing and assuming responsibilities for evaluation and the communication of evaluation results.</li> </ul>	<ul style="list-style-type: none"> <li>• Builds and maintains positive relationships with students in order to elicit their commitment and contribution to how the class is run.</li> <li>• Instills, in collaboration with the students, a respectful and reassuring classroom climate that is conducive to learning, and periodically reviews with the students the behaviours that are expected of them.</li> <li>• Helps students to recognize and appropriately manage their behaviours and emotions.</li> <li>• Chooses and implements activities that enable students to develop their social and relational skills.</li> <li>• Identifies signs of low motivation or miscomprehension in students and implements the measures needed to remedy the situation.</li> <li>• Ensures that the time devoted to teaching and learning is effectively managed.</li> <li>• Manages the spatial and physical organization of the classroom in order to provide students with safe and optimal learning conditions.</li> <li>• Reminds the students of the established safety measures and ensures compliance with them, especially for activities that take place in the gym, laboratory or workshop, or during school field trips.</li> <li>• Records the facts regarding inappropriate student behaviours and follows up on them.</li> </ul>

## Key Elements of Competencies- Working with and for students

C7	C8
<ul style="list-style-type: none"> <li>• Adapts teaching and learning situations and support offered to students based on their needs, challenges and capabilities.</li> <li>• Uses available resources to meet needs or overcome specific obstacles to learning.</li> <li>• Groups students in a way that takes into account the educational aims and students' differentiated learning needs. · Uses pedagogical flexibility, adaptation and modification measures to address the specific needs of students in accordance with pre-established objectives.</li> <li>• Promotes mutual help strategies within the class that capitalize on student diversity and that are beneficial to all.</li> <li>• Consults resource persons, parents or relevant documents to obtain information with respect to the needs and educational paths of students and takes that information into account in their teaching.</li> <li>• Uses the appropriate procedures to request services for students with social maladjustments or learning difficulties or students who show signs of impairments or disabilities.</li> <li>• Implements individualized education or learning support plans together with the school team and follows up on them.</li> </ul>	<ul style="list-style-type: none"> <li>• Builds and maintains positive relationships with students in order to spark their motivation to learn.</li> <li>• Helps students develop self-confidence in their learning ability by introducing them to a variety of experiences. · Helps students persevere in their learning by supporting their efforts and progress.</li> <li>• Encourages students to use learning strategies that promote and foster their autonomy.</li> <li>• Ensures that teaching and learning situations include elements of everyday life and cultural references with which the students are familiar.</li> <li>• Sparks students' interest in and curiosity about the subject, the knowledge and skills, practices, tools and techniques, methods and procedures involved, as well as with the history of the subject and the issues, accomplishments, key figures, schools of thought and debates that have marked its development.</li> <li>• Plans teaching and learning situations that spark students' enthusiasm for learning activities and are likely to relate to their areas of interest.</li> <li>• Fosters collaborative work, discussions, participation and mutual help among the students.</li> <li>• Helps students to develop a sense of belonging by involving them in class and school activities.</li> </ul>

## Key Elements of Competencies- Working with and for students

C9	C10
<ul style="list-style-type: none"> <li>• Collaborates with members of the school team in defining and adhering to the educational orientations and standards that make the school a healthy, safe and equitable environment.</li> <li>• Helps to develop, implement and evaluate the policies, practices and regulations that govern how the school functions.</li> <li>• Collaborates with the members of the school team in developing and implementing the school's educational project.</li> <li>• Assumes the responsibilities set out in the collective agreement.</li> <li>• Works with the members of the school team to foster, at all times, positive, healthy and safe attitudes and behaviours at school.</li> <li>• When required, collaborates with other members of the teaching staff in designing and evaluating teaching and learning situations in accordance with the evaluation standards and methods in force in the school.</li> <li>• When required, participates in developing measures to address the needs of groups that are marginalized or are having difficulty at school.</li> <li>• Participates in developing, implementing, monitoring and reviewing individualized education or learning support plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes constructive relationships with the student's family and partners in the community.</li> <li>• Maintains good communication with the family regarding the students' success and well-being.</li> <li>• Communicates to the family their expectations with respect to the results, attitudes and behaviours expected of students in class.</li> <li>• Provides the family with the appropriate means to participate in their children's learning as well as in school and extracurricular activities.</li> <li>• Seizes opportunities to co-operate with partners who will enrich student learning and education.</li> <li>• Ensures that the educational aims of the activities proposed by these partners are in line with the Québec Education Program, the educational project, and the interests and needs of students, teachers and the school.</li> <li>• Seizes opportunities to reinvest the content of partnership activities in teaching and learning situations.</li> </ul>

## Key Elements of Competencies- Working with and for students

C11	C12
<ul style="list-style-type: none"> <li>• Adopts a reflective stance with respect to own teaching practice in order to continually improve own practices.</li> <li>• Using the appropriate resources, implements the means needed to develop and update own professional competencies.</li> <li>• Depending on the students' needs as well as their own, participates in continuing education activities such as those defined in section 7 of An Act to amend mainly the Education Act with regard to school organization and governance.</li> <li>• Reads, analyzes and evaluates specialized publications with a critical eye and discusses them in order to identify elements that can be incorporated into own practices.</li> <li>• Analyzes educational issues and professional dilemmas in order to enrich own practice and bolster own status as a teacher.</li> <li>• Encourages research and education activities at own school.</li> <li>• Develops a collaborative culture with peers and the education community in order to promote the status and recognition of the teaching profession.</li> <li>• Participates in promoting and publicizing projects and experiences that demonstrate the achievement and commitment of teachers and their students.</li> <li>• Supports and encourages peers in their professional development, especially those who are preparing to enter the profession (interns) and those who have recently entered the profession (novice teachers).</li> </ul>	<ul style="list-style-type: none"> <li>• Exercises ethical citizenship in the digital age.</li> <li>• Develops and mobilizes technological skills.</li> <li>• Harnesses the potential of digital resources for learning.</li> <li>• Develops and mobilizes information literacy.</li> <li>• Collaborates via digital technology.</li> <li>• Communicates via digital technology.</li> <li>• Produces content via digital technology.</li> <li>• Uses digital tools to foster inclusion and address diverse needs.</li> <li>• Mobilizes digital technology for personal and professional empowerment.</li> <li>• Solves diverse problems via digital technology.</li> <li>• Develops critical thinking with regard to the use of digital technology.</li> <li>• Adopts an innovative and creative approach to the use of digital technology.</li> </ul>

(McGinnis, 2025)

## Key Elements of Competencies- Working with and for students

### C13

- Acts and behaves in a respectful manner toward the school and what it represents.
- Encourages and celebrates actions and behaviours that reflect the values of the Québec school and Québec society.
- Is aware of the ethical issues related to the practice of teaching in order to perform one's duties with integrity.
- Takes into account the applicable legal framework when exercising their professional rights and responsibilities.
- Acts vigilantly and diligently to protect the confidentiality of information that relates to the private lives of students and other education stakeholders.
- Respects the roles and responsibilities of people involved in the education community.
- Denounces and tears down the knowledge, practices, attitudes and processes that produce or reproduce situations of exclusion and discrimination in education settings.
- Avoids all forms of discrimination by adopting equitable, transparent and inclusive practices and attitudes with regard to students, colleagues and the community.

## Competency 15

Value and promote Indigenous knowledge, worldviews, cultures and history.



### Competency 15

Competency 15 was made available in November 2020 thanks to the concerted efforts between the First Nations Education Council, Institut Tshakapesh, and the Centre de développement de la formation et de la main-d'oeuvre Huron-Wendat. Bishop's alumnus **Loretta Robinson** (Naskapi/Cree) led the drafting and development of Competency 15.

Competency 15 reflects the principles outlined in the Truth and Reconciliation Commission of Canada's **Calls to Action** and the **Calls for Justice** from the Missing and Murdered Indigenous Women and Girls National Inquiry and the Viens Commission. Competency 15 calls on education stakeholders to carry out concrete reconciliation actions toward understanding the Indigenous cultures of Quebec. This Indigenous led competency reminds teachers at all levels of their roles and responsibilities to utilize integrative approaches and methods that center Indigenous knowledges, worldviews, cultures, and histories.

The School of Education strives to support the professional growth of future teachers in alignment with **Competency 15**. Student Teachers in the School of Education come to understand education systems as vital in advancing (or not) reconciliation and in promoting (or not) meaningful engagements with Indigenous perspectives. The School of Education affirms that Competency 15 is an integral part of its programs and teacher development. As Loretta Robinson states, "It is incredibly problematic when school boards are not ready for Indigenous students. The more people who ask their school boards to learn about these competencies, the bigger the impact" (Bishop's Alumni Magazine, 2025, p. 7).



School of Education Faculty Profile from the BU Alumni Magazine, p. 7

# Appendix 2

## Tracking and Reflection Tool (2026)

**Student Teachers** should use the spaces provided in this form for self-evaluation; note taking, and goal setting, linked to the competency questions and prompts.

**Associate Teachers and Supervisors** should use the form for note taking, guiding discussion, and preparing comments for the Competency Evaluation Rubric.

### Competency 1

#### Being Inheritor, Critic & Interpreter of Knowledge

**Prompts and Questions for Professional Dialogue**

1. What links do you think can be made between the subject content of your lesson and the lives of the students in your class?
2. What contribution might this lesson make to their lives?
3. What strategies are you using, or would you like to use, to ensure that a range of viewpoints is heard in your class?
4. What values, beliefs or perspectives are embedded in the concepts or materials you are using? What steps will you/did you take to uncover them?
5. In what ways can elements of the Broad Areas of Learning be used to enrich the disciplinary learning in the lesson?



**What Might Be Observed**

- a. Participating in discussion around personal values and beliefs in relation to teaching and learning.
- b. Making links between the disciplinary knowledge of the lesson and students' existing knowledge.
- c. Engaging students in learning activities that make the disciplinary knowledge accessible.
- d. Establishing links between the disciplinary knowledge of the lesson and students' daily life and experiences.
- e. Encouraging discussion and questioning, and the respectful sharing of ideas in class.



**Notes:**

## Competency 2

### Focusing on Effective Communication

#### Prompts and Questions for Professional Dialogue

1. What areas of written or spoken communication do you feel are your strengths? How do you know that?
  2. What areas of communication (written or spoken) would you like to improve upon?
  3. In what ways do you think students may be influenced by a teacher's quality of language?
  4. In what ways do you think students may be influenced by a teacher's communication style?
  5. What strategies would you use to give feedback to your students regarding their oral language use?
  6. What strategies would you use to give feedback to your students regarding their written language use?
  7. What writing steps do you go through when preparing written materials for lessons?
  8. What writing steps do you go through when writing to your Associate Teacher or Supervisor?
- .....

#### What Might Be Observed

- a. Showing awareness of the importance of effective language use, and actively seeking to refine and enrich spoken and written language.
  - b. Using appropriate and effective spoken language in teaching and in interactions with the students, as well as in different contexts (interactions with the Associate Teacher, and Supervisor).
  - c. Respect for the rules and conventions of written language in communications directed toward students, and others in the practicum situation.
  - d. Taking steps to address the oral and written language errors made by classroom students.
  - e. Engaging in respectful discussion of ideas with peers, Associate Teacher, and Supervisor.
  - f. Using appropriate professional language and disciplinary terms.
- .....

#### Notes:

# Competency 3 Planning for Teaching & Learning

## Prompts and Questions for Professional Dialogue

1. Tell me in general about your planning process.
2. How does your lesson contribute to competency development?
3. How does your lesson activate and build on students' prior knowledge and learning?
4. How did you select the learning intention(s) and how will your lesson development ensure it is achieved?
5. What difficulties do you anticipate your students may face with your lesson?
6. How will your formative evaluation process help you know if you have achieved your learning intention?
7. How will [did] individual differences influence the lesson plan or its implementation?
8. How did you make decisions about the instructional strategies, tools, and materials that you are using as part of your lesson?



## What Might Be Observed

- a. Planning that makes use of the QEP (competencies, content, progression of learning, strategies and techniques associated with the subject area).
- b. Using teaching strategies that support active student participation.
- c. Planning for learning that is appropriate to the subject and offers realistic challenges, appropriate to students' cognitive, social and affective characteristics.
- d. Activating students' prior learning.
- e. Discussing and implementing a variety of ways to organize the class, for example, how to take into account the individual differences of the students (styles, rhythms, or other factors).
- f. Preparing a range of resources to support the students in carrying out a task, taking into account the time required for each.
- g. Implementing the process for formative evaluation and the tools that will be used in the process.
- h. Anticipating the difficulties students might face with a lesson.
- i. Anticipating students' questions regarding specific content, and being prepared to respond.
- j. Preparing supplementary activities to consolidate learning.



## Notes:

## Competency 4

### Taking Action - Piloting Teaching & Learning

#### Prompts and Questions for Professional Dialogue

1. Describe some of the challenges students faced with your lesson.
  2. What questions did you [would you] use to help students reflect on their learning?
  3. When a student appears to be unable to understand a task, what strategies have you tried to assist the student?
  4. What types of changes would you make to the original lesson plan given the way it unfolded in class?
  5. Describe one of the tasks of your lesson. Explain how the task helps to achieve the learning intention.
  6. Describe one of the tasks of your lesson. Explain how the task contributes to the development of the targeted competency.
- .....

#### What Might Be Observed

- a. Explaining a task more than once, using visual aids; having students state the task in their words.
  - b. Experimenting with activities in which cooperation is required.
  - c. Indicating available resources to students - ensuring they are varied and safe to use.
  - d. Using careful observation and circulation around the class in order to monitor effectiveness of students' use of resources.
  - e. Using discrete gestures and/or spoken feedback to encourage students.
  - f. Guiding and stimulating students to find ways to undertake a task.
  - g. Experimenting with ways to have students represent their learning, for example by using graphic organizers, visual displays, mind mapping, oral presentations, tables, webs, arts-based representations, and so on.
- .....

#### Notes:

# Competency 5 To Evaluate Student Progress in Learning the Subject Content and Mastering the Related Competencies

### Prompts and Questions for Professional Dialogue

1. Describe some of the tools that you have designed or used to evaluate student progress.
2. In what ways have you adapted your teaching as a result of gathering information on student learning?
3. In what ways are you communicating on-going feedback to your students?
4. What strategies are you using to help students become aware of their learning process (their strengths, strategies, areas for improvement, expected and attained outcomes, and so on)?
5. At what points in your particular learning and evaluation situation do you feel self-evaluation will be beneficial to the students?
6. Describe how you manage the data generated in your classroom (observations, anecdotal notes, students' results, and so on).
7. How will your LES contribute to the end of term reporting?



### What Might Be Observed

- a. Using informal methods to quickly detect student difficulties (questioning, analysis of student answers, observation and feedback, and so on).
- b. Using formal means to support students and evaluate the progress of their learning (observation grids, checklists, descriptive checklists, rubrics, and so on).
- c. Giving feedback to students that permits them to become aware of their strengths and weaknesses, as well as attitudes.
- d. Gathering observations and other data related to student progress.
- e. Making use of a range of data as part of the review of learning (for example, for the end of term).
- f. Discussing evaluation practices and professional judgment with other members of the teaching team.
- g. Observing and noting behavior of students or student teams that corresponds to the criteria that have been established during the planning stage.
- h. Supporting student reflection regarding their learning process, the strategies they use, regarding the application of knowledge acquired (competency), through the use of self-evaluation grids, journals, or other pertinent tools.
- i. Leading students to explain their successes and difficulties and to regulate their actions and attitudes (their effort, the method used, their attention to the learning, and so on).



### Notes:

## Competency 6

### Organizing and Supervising the Class

#### Prompts and Questions for Professional Dialogue

1. Describe the routines you use in your classroom.
  2. Is there any part of the lesson that you feel is more difficult to manage? Why do you think this is the case?
  3. Explain an action that you took to address a student's inappropriate behaviour? Was it effective? Why/why not?
  4. What steps have you taken to establish a positive classroom atmosphere during a lesson?
  5. In what ways do you involve students in the smooth running of the class?
  6. What challenges do you face in the transitions between activities?
  7. What types of problem behaviors might appear during the implementation of your lesson? What might you do to deal with them?
- .....

#### What Might Be Observed

- a. Showing awareness and discussing the system for running regular classroom activities.
  - b. Managing student behaviour through discrete actions or by means previously discussed with the Associate Teacher.
  - c. Monitoring students during individual and group work (peripheral vision).
  - d. Exploring and experimenting with strategies for preventing inappropriate behavior.
  - e. Implementing strategies for dealing effectively with inappropriate behavior when it happens.
  - f. Involving students on an individual or group basis in setting standards for smooth running of the class.
  - g. Communicating expectations to students during lessons.
  - h. Maintaining a classroom climate that is conducive to learning, encouraging cooperation vs. competition.
- .....

#### Notes:

# Competency 7 To Adapt Teaching to the Needs and Characteristics of Students with Learning Disabilities, Social Maladjustments

### Prompts and Questions for Professional Dialogue

1. What formal or informal strategies are you using to support students in your class who demonstrate special needs?
2. What is your understanding of how open lines of communication are built and sustained with the parents of students in your class who are demonstrating special needs?
3. What accommodations or modifications would you build/have you built into your learning and evaluation situation for specific students?
4. In relation to your work with students with special needs, can you tell me about some of the interventions that you feel have been effective?
5. In what ways could you adjust your current practices in order to better meet the needs of students in your class who are demonstrating special needs?



### What Might Be Observed

- a. Seeking out information on students' needs and previous learning.
- b. Providing individual students demonstrating special needs with support through more frequent feedback, supportive questioning, and so on.
- c. Using pedagogical approaches that view error as a part of student progress and learning.
- d. Demonstrating a positive attitude to student difficulty or error.
- e. Encouraging students to assist each other to improve.
- f. Leading students on a regular basis in learning activities that take into account their needs and personal characteristics.
- g. Engaging in discussion with colleagues regarding the pertinence of chosen interventions for students demonstrating difficulties.
- h. Developing and implementing cooperative situations in which individual differences are seen as positive aspects that contribute to intellectual, affective, and social development.
- i. Making use of specialized services that are available through the school when necessary.
- j. Participating in the planning and implementation of an IEP - individualized education plan.



### Notes:

## Competency 8

# To Integrate Information and Communication Technologies (ICT) in the Preparation and Delivery of Teaching/Learning Activities and for Instructional Management and Professional Development Purposes

### Prompts and Questions for Professional Dialogue

1. Describe some of the ways you are using ICT professionally, including for your personal professional growth or for planning?
2. How are you using ICT in the classroom to benefit student learning?
3. What do you feel are some of the limitations and ethical implications of ICT use, and how are you addressing these with students in your class?
4. How are you helping students make critical judgments related to the representations [written, audio, visual texts] that are communicated through the applications on the internet?
5. How are you helping students make critical judgments related to the representations [written, audio, visual texts] that they communicate through the different applications on the internet?
6. In what ways have you created opportunities for students to make use of the expanding possibilities for learning through different platforms and apps (MacOS, Windows, Twitter, Storify, and so on)?

### What Might Be Observed

- a. Participating in training to use ICT tools and applications available in the school or center, or learning opportunities such as webinars.
- b. Integrating ICT into plans for learning and evaluation situations.
- c. Using ICT to carry out professional tasks (entering marks, preparing learning materials, networking with colleagues and others).
- d. Leading students to use ICT and media to carry out research.
- e. Discussing the importance of respecting intellectual property, and making proper citations.
- f. Leading students to act ethically in relation to the use of ICT.
- g. Leading students to use ICT to represent their learning through ICT (for example, blogs, podcasts, Prezi, wikis, digital stories, and so on).
- h. Supporting students in effective use of ICT and media.
- i. Drawing on digital resources in the creation of learning and evaluation situations.
- j. Engaging in discussions regarding the benefits, limitations and ethical implications of ICT use, including specific equipment and applications.

### Notes:

# Competency 9 To Cooperate with School Staff, Parents, Partners in the Community and Students in Pursuing the Educational Objectives of the School

### Prompts and Questions for Professional Dialogue

1. What strategies do you feel can be used to involve parents in educational initiatives in your classroom or the school?
2. How would you/do you keep parents up to date on collaborative projects that are part of the school and your classroom initiatives?
3. Which of the school’s initiatives or aims could provide/has provided an opportunity for you to align classroom learning to school aims?
4. Which committees would you like to be a part of/have you been part of?
5. What kind of collaborative project would interest you/have you been part of?
6. What steps could you take/are you taking to support students to effectively participate in activities taking place in the school or center?



### What Might Be Observed

- a. Seeking to learn about existing projects that correspond to the educational project of the school.
- b. Participating in the implementation of collaborative projects that correspond to the educational project of the school.
- c. Observing discussions with parents and/or partners regarding the education objectives of the school or center.
- d. With Associate Teacher guidance, informing parents of school projects and initiatives.
- e. Seeking to involve parents in school, center or classroom initiatives.
- f. Showing an interest in the organization and operation of different committees at the school or center.
- g. Participating in different committees at the school or center.
- h. Encouraging students to participate in activities and projects at the school or center.
- i. Participating with students in various activities taking place in the school or center.
- j. Aligning planning for learning (when possible and appropriate) to the initiatives of the school community.



### Notes:

## Competency 10

### To Cooperate With Members of the Teaching Team In Carrying Out Tasks Involving the Development and Evaluation of the Competencies Targeted in the Programs of Study, Taking Into Account the Students Concerned

#### Prompts and Questions for Professional Dialogue

1. What do you feel are the benefits of colleague collaboration?
2. What current collaborative initiatives in the school are you part of, or would you like to be part of?
3. Describe an issue that teachers may disagree on. How can you share your opinion in a way that is collaborative and leads to consensus?
4. Describe some of the procedures that are part of your teacher team meetings?
5. What strategies or techniques do you feel will assist a team to work together effectively?
6. Describe a learning situation or a tool that was developed collaboratively by a team to which you belonged. How would you describe your contribution?

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#### What Might Be Observed

- a. Sharing ideas with colleagues regarding various aspects of teaching on a regular basis.
- b. Making suggestions for team projects that correspond the team's educational goals.
- c. On-going collaboration with the teaching team, in planning of learning and evaluation situations.
- d. On-going collaboration with the teaching team, in revision of learning and evaluation situations.
- e. Collaborative development of evaluation tools designed to support knowledge acquisition and application.
- f. Using and revising evaluation tools designed collaboratively.
- g. Participating in discussion with the teaching team regarding student learning (evaluation, motivation of students, student reflection and so on).
- h. Respecting the procedures and rules developed by the teaching team to ensure effective group work.
- i. Participating in consensus building around issues being discussed.

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#### Notes:

# Competency 11 Developing Professionally

### Prompts and Questions for Professional Dialogue

1. What personal goals have you been setting for yourself in relation to this practicum?
2. What personal strengths do you bring to this practicum situation? Which professional teaching competencies would you associate with those strengths?
3. How would you describe your growth as a learner over the past year? Past two years?
4. How would others characterize your strengths?
5. Describe something you learned recently at the university or through personal study. What is most significant about it? What connections would you make between that learning and your practicum experiences.
6. Describe a particular time/episode from the practicum when reflection helped you to identify adjustments you would make to your teaching and or planning. Explain the type of adjustments you envisaged.



### What Might Be Observed

- a. Having a strategy to track and make reflections on practice.
- b. Speaking about and providing examples of how her/his/their competency is developing or being demonstrated.
- c. Explaining the pertinence of her/his/their teaching and learning approaches with the Associate Teacher and Supervisor.
- d. Identifying the positive aspects and challenges of lesson implementation, and seeking feedback.
- e. Analyzing successes and difficulties faced, drawing connections to professional competency development.
- f. Seeking solutions to problems faced and discussing future adjustments with colleagues or others.
- g. Being attentive to the moments when adjustments would be appropriate and reflecting on the original plan.
- h. Participating in professional activities organized by the school, center or school board.



### Notes:

## Competency 12

### Acting Ethically & Responsibly

#### Prompts and Questions for Professional Dialogue

1. Describe the values that you believe are an essential part of a learning community.
  2. How would you address a situation where one or more students in your classroom exhibit intolerance toward one or more peers?
  3. Describe the significance of challenging situations that lead to exclusion and discrimination in the classroom.
  4. Describe how democratic principles can be incorporated into the running of a classroom.
  5. What support would you need to assist two or more students to resolve a moral conflict?
  6. What is the importance of confidentiality in school settings and in relation to the teaching profession?
- .....

#### What Might Be Observed

- a. Discussing with the Associate Teacher and Supervisor the personal values underlying teaching.
  - b. Showing understanding of the regulations of the profession.
  - c. Supporting democracy in the classroom and school.
  - d. Developing strategies to support inclusion.
  - e. Seeking to understand and address all forms of discrimination (race, culture, ethnicity, gender, orientation, religion, age, ability, class, and so on) towards students, colleagues and parents.
  - f. Locating and using materials that promote diversity.
  - g. Respecting the confidentiality requirements of the profession.
  - h. Discussing with the Associate Teacher and Supervisor and finding ways to deal with incidents of exclusion and discrimination in the classroom.
  - i. Engaging in analysis of moral conflicts arising in the class to clarify the values represented by the different positions, including their/his/her own position.
- .....

#### Notes:

For examples of Lesson Plan templates, please refer to the School of Education Practicum website under [Resources and Forms](#).

# BISHOP'S SCHOOL OF EDUCATION

